

NINTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS

OF

P E N N S Y L V A N I A :

**BY A. V. PARSONS,
SUPERINTENDENT.**

**Read in the House of Representatives, January 7, 1843,
AND ORDERED TO BE PRINTED.**

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REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania :

GENTLEMEN :—In compliance with the requisitions of the school law of 1836, the following report has been prepared, and is submitted for your consideration :

In performing this important duty, cast upon the Superintendent of Common Schools, it is deemed unnecessary, on this occasion, to present a statement in detail of every matter connected with the minute condition of each school in the State, by an exhibition of tabular statements, showing the particular expenses of every one, or all which relates to every township and school district in the Commonwealth, subjects of a particular character, more especially affecting their local interests than the State at large ; nor is it believed that a faithful discharge of duty demands it at the present time.

These subjects, *in extenso*, were very particularly presented to the attention of the Legislature last year by my predecessor in office ; again to furnish them would be but a repetition of nearly the same things, varying only in figures, showing an increase in most of the particulars. Hence it has been thought that general statements, showing in the aggregate the true condition of our schools in each county, their operations and improvements, would be amply sufficient to satisfy that body for which they are prepared, and the public who feel a deep interest in relation to it ; especially, when the subject in detail was so lucidly laid before them, by the distinguished gentleman who preceded me in the charge of this department.

It is designed, however, to present to you, all which will be necessary for a full and clear understanding of the affairs on which the

Superintendent is required to report, without *annually* imposing upon the Commonwealth any unnecessary expense in the printing of voluminous tabular statements, which afford but little general interest, and when it is conceived that the information desired can be obtained from a general examination of the subjects.

It is not intended to intimate that those full tabular statements, showing in detail all things connected with each school district in the State, are altogether useless, or that they should never be published, but it is conceived, if they are given tri-ennially to the public, that will satisfy all, and save to the State some thousands of dollars in the expense of printing.

By an examination of the table annexed, marked A, it will be found that the number of school districts in EACH COUNTY in the State, is distinctly given, also, the number of accepting districts paid during the year, the number of districts which have reported, the whole number of schools in each county, the number yet required, the average number of months taught, the number of male and female teachers, the average salaries of each, the number of male and female scholars, the number of German, and average number of scholars in each school, and the cost per month for teaching in each county. The table also shows the amount paid to the accepting districts, the amount of tax levied in each county throughout the State, the whole amount paid for instruction, for fuel, contingencies, &c. ; also, for the erection of school houses.

To that, as an appendix, the Legislature are referred, as a detailed statement of the condition of the schools in each county, without their attention being occupied by a repetition of them in this place.

It is scarcely necessary to state, that under the existing law, each township, borough and ward, in the Commonwealth, (except the city, and incorporated districts in the county of Philadelphia,) forms a separate school district, and whether they have accepted the school appropriation by a vote of the people or not, school directors are annually chosen ; and in non-accepting districts, some important duties now devolve upon the board, by the provisions of an Act of Assembly, passed at the last session of the Legislature. The whole number of school districts in the State, on the first Monday of June, 1842, (exclusive of the city and county of Philadelphia,) was 1,113, the number of accepting districts paid during that year, 905 ; the

number of those that reported, 861 ; all but 44 districts have made their annual report. Last year there were 183 districts, which had not made their report at the termination of the year. This promptness may in part be attributed to the Act of the 18th of March, 1842, which prohibits the Superintendent from issuing his order on the State Treasurer in favor of any school district, until their report has been made, as required by the Act of the 13th of June, 1836.—The injunctions of the Act of March last have been strictly complied with by the Superintendent, for the provisions are wise and exercise a salutary influence upon the prosperity of the school system.

The whole number of schools in the reporting districts is 6,116 ; the number of schools yet required, 554 ; the AVERAGE number of months taught in these schools, five months, nine days ; the number of male teachers, 5,176 ; and of female, 2,316.

The average salaries of male teachers per month, is \$18 58 ; the average of female teachers per month, is \$11 16. The number of male scholars, is 154,454 ; that of female scholars, is 126,631. The number learning the German language, is 5,141. The average number of scholars in each school, is 44 ; and the cost of tuition of each scholar per month, is $42\frac{1}{3}$ cents, or \$1 27 $\frac{1}{2}$ per quarter.

The amount paid to reporting districts during the last school year, was \$229,629, and the amount of school tax levied in those districts for the same year, was \$386,177 31. The whole amount of school appropriation paid to accepting districts, was \$238,162 ; some of those were new districts, which had not before accepted the school system, consequently, a report could not be expected from them.—They were also entitled to their share of the annual State appropriation, which had been accumulating for them in the Treasury.

The whole amount of tax levied in all those districts, as reported to this department, was \$398,766 40.

The amount paid for instruction in the reporting districts for that year, was \$425,501 27. The amount paid for fuel and contingencies, was \$41,044 05 ; and the whole amount paid for school houses, was \$113,339 66.

There is no method for ascertaining the number of scholars in the State, except by a reference to the census of 1840, nor will that give the number with great exactness, because under the present provi-

sions of the school law all above the age of four years can be admitted into the common schools.

Great complaint has been made to this department about children being sent too young to our common schools. That some children of the age of four years may with great propriety be sent to school, does not admit of a doubt; but it is believed, that generally this age is too early for the good of the child.

From repeated conversations with school teachers of the greatest experience in our country, in the charge of children; from reading and reflection upon the subject, and from the united opinion of medical men, upon the health and constitution of those who enter schools so young, the undersigned is clearly of the opinion, that the provisions of the school law should be so changed, as to prohibit any child from entering the public schools till he or she has arrived at the age of five years; probably six would be better. It is believed, in the end, the advantages to the children would be increased, and much more time and attention could be bestowed upon those more advanced in years, and whose minds have become so enlarged as to derive greater benefits from the instruction imparted.

While our public schools can hardly supply the wants of the people, and furnish the means for the education of all who demand it, no one of them should be made a mere nursery for training the constitution, or a protection from the dangers to which infants are exposed, unless sheltered by parental attention. There are but few benefits to the child in its attainment of useful knowledge, from sending it to school at the age of four years. A relief is afforded to the parents, but generally at the expense of the health and constitution of the child.

The following table, compiled chiefly from the reports of the Superintendent, exhibits the progress of the system since its commencement till the end of the school year, 1842. It shows that our school system has been gradual but certain in its progress. It cannot but be gratifying to the friends of popular education, to see that their early labors in this delightful field of usefulness have been crowned with success. [See Table annexed, marked B.]

The difficulties which have been surmounted were great. Our Commonwealth was far advanced in prosperity, when the government lent its kind aid to the advocates of public instruction by common schools. There were early and deep seated prejudices to be

conquered; local customs and habits, which had been indulged for a century, must be changed; the parsimony of the rich and avaricious to be subdued; and the voice of the demagogue must be hushed in silence, before learning and science could pursue their unobtrusive walk to the palace of the rich and the cottage of the poor.

But the salutary moral influence of the people has overcome all the obstacles thrown in their way, and the cause of education has now become the cause of the SOVEREIGN PEOPLE.

Those who are alive to their true interests, proud of the honor and dignity of the State, and with singular fidelity, are each year pressing onward with the grand design of educating all the youth in our Commonwealth.

Out of eleven hundred and thirteen school districts in the State (exclusive of Philadelphia) four-fifths had accepted the school law on the first Monday of June last, and there is no doubt the increase will be greater during the current year, and it is believed if the people are encouraged by the government, within less than two years there will not be a non-accepting district in the State.

The influence of learning is felt in every quarter. The education of the youth in an accepting district is extended to a non-accepting district adjacent. Its benign and humanizing effect upon those who have enjoyed its benefits, is soon desired by individuals that have not before estimated its value, and they are made converts to the cause of popular education. To the statesman, it must be truly gratifying to find, that by his judicious vote, he is one who has contributed in bringing happiness to thousands, perhaps saved many from poverty, wretchedness and disgrace, and given them the means for searching the records of divine inspiration, which may lead them to life and immortality hereafter.

COLLEGES, ACADEMIES AND FEMALE SEMINARIES.

By a resolution of the Legislature, passed the first day of April, 1836, it is provided: "That on or before the first day of November, annually, it shall be the duty of the president, faculty and trustees of each university, or college, and the preceptor, trustees, or managers of each academy, or school, other than common schools, having received aid from this Commonwealth, to report the number of students in each class, and the total number of graduates, if any, course

of studies pursued, financial resources and expenses, the future prospects of their several institutions, accompanied with such remarks as may illustrate their original condition, to the Superintendent of Common Schools, so much of which it shall be his duty to lay before the Legislature in his annual report, as he may deem proper."

It is with deep regret the Superintendent is compelled to report, that the requisitions of the above law have been utterly disregarded by many of the institutions referred to in it; although at an early day blank forms were prepared at this department and sent to all the seminaries which have received support from the liberal provisions of the Commonwealth.

If the present appropriations are continued to colleges, academies, and female seminaries, and the information which their reports should furnish is deemed valuable to the Legislature, or beneficial to the people of the State—it is submitted for your consideration, whether it would not be well to make some legal provision for compelling those reports to be made to this department.

If the State Treasurer was prohibited from paying any appropriation to an institution which had not made its report at the period prescribed by law, it is believed, but few would be found delinquents, and probably by that means all the reports could be obtained in time to lay the result before the Legislature.

Such is not now in the power of the Superintendent, because the desired information has not been communicated to him. The Act of the 18th of March, referred to in another part of this report, produced a good effect upon the school districts in the State. The probable influence of a similar law upon these institutions will be a subject for your decision. The information which has been received shall be communicated.

There are nine colleges in the Commonwealth which receive aid from the State, under the provisions of the act of the 4th of April, 1838. Those received last year from the State Treasury \$7,378. Six of these institutions have made their annual report to this department. From these reports it appears, in the colleges proper, there are 381 students, and in the preparatory departments attached to the same, 373 students. The number preparing to become school teachers is 37, and the number of graduates 62. The medium price of tuition for each student is \$22 33 per year. The annual expense per pupil, including board, is \$120 66 $\frac{2}{3}$.

The whole number of academies which have received part of the appropriation under the law of 1838, is 65; the amount received from the Treasury last year \$16,001 80. But 39 of these seminaries have made their annual report. From those made, their number of pupils is 2,108. In them there are 360, who are preparing to become school teachers. The medium cost of tuition for each pupil is \$15 31. The whole annual expense per pupil is \$107 55.

Of the female seminaries, which have received their portion of the public money, but 18 have made their annual report. The whole number in the State is 41. These have received from the Treasury \$13,044 89, and the number of pupils in those institutions that have reported is 800. The medium cost of tuition per year is \$18 53, and the whole expense per pupil for one year is \$132 20.

The gross amount paid to colleges, academies, and female seminaries, is \$36,421 89.

From all the information which has been received by the Superintendent from the colleges, most of them are in a flourishing condition. Some, however, are languishing for the want of support, and their number of students is not on the increase. Perhaps this does not arise from the want of proper efforts on the part of the individuals who have them in charge, or from any diminished confidence in the merits of the institutions. But the general depression of business, the surprising changes in the pecuniary affairs of thousands of our most respectable citizens, a transition from affluence to poverty, which has happened to many who once had the means, and even now have the disposition to educate their children well, must necessarily reduce the number of students in the halls of our colleges.

The colleges which have reported to this department, are Allegheny, Lafayette, Madison, Marshall, Pennsylvania and Washington.

OF THE ORGANIZATION AND CONDITION OF THE PUBLIC SCHOOLS IN THE CITY AND COUNTY OF PHILADELPHIA.

By a reference to the act of Assembly, passed the 13th June, 1836, which forms the basis of our general system of common school education, it will be found, that the city and incorporated districts of the county of Philadelphia were not embraced in the organization which creates our school districts throughout the State. But the Act of the 3d March, 1818, and its several supplements, entitled

“An Act to provide for the education of children at the public expense within the city and county of Philadelphia,” was made concurrent with the law enacted and forming the system of public education now in operation in the State.

And it was further provided, that the city and county of Philadelphia should be entitled to receive their due proportion of the annual appropriation to common schools. Perhaps the citizens of no part of the Commonwealth have contributed more essentially to sustain and encourage the cause of common school education throughout the whole State, than those of that section.

Not long after the passage of the law of 1818, a number of gentlemen of the city and county of Philadelphia, eminent for their benevolence, distinguished for their philanthropy, and holding a high rank in society, became directors of the public schools. By patient, yet persevering efforts, the cause of education progressed—its advancement was slow, but from the great merit of the principles on which it was based, and the superior advantages which were gradually displayed in the onward course of the schools, the confidence of the public was gradually obtained, and its permanent support secured.

In the year 1832, some important changes were made in the establishment of their schools which were undoubtedly very beneficial.—But in the year 1836, when the influence of the government was brought to their aid, a new impulse was given to popular education there, as well as in every other part of the Commonwealth.

Valuable improvements were made in their course of instruction; in that and the following year public education became the cause of the people. It was manifest that the scion planted by the early organization of their public schools was shooting forth and bearing fruit abundantly.

Although much had been accomplished to give character and usefulness to their common schools, an important plan of organization was gradually developing itself; a foundation, deep and broad, had been laid for a course of instruction, which, when once the superstructure was finished, could not fail to make public education what its advocates had ever desired it should be—the medium for communicating to all a thorough knowledge of the literature of our country. Yet the system was not complete until the Board of Controllers, on the 19th of December, 1839, adopted the report of Dr. A. D. Bache, on the re-organization of the *Central High School of Philadelphia*.

The course of instruction indicated in that report, connected with the grammar, secondary and primary schools, it is believed, constitutes one of the most perfect systems of common school education which is known in any civilized country.

The principle upon which the *high school* is regulated, cannot fail to commend itself to the attention of every American. The youth from all classes of society in that school, meet on one common ground, and from the public derive equal advantages. In the first place, *merit alone* is the passport of the boy for admission into the school, and his subsequent attainments only can secure to him its honors and advantages when the course terminates.

It is believed a short notice of the course of instruction, adopted for that institution, cannot fail to be interesting to the people of the State.

There are three courses of instruction in the *Central High School*, one principal and two subsidiary. The principal course embraces the following subjects:—The English language—the French and Spanish languages—Geography and History—Mathematics, including Arithmetic, Algebra, Geometry and Trigonometry—Analytical and Descriptive Geometry, and their application—Mechanical and Natural Philosophy, their elementary principles and applications—Natural History, to include Natural Theology, and the precepts of health (Hygiene.) The Evidences of Christianity—Mental and Political Science—Writing and Drawing. The two subsidiary courses, which are entitled respectively, the Elementary and Classical course. There are taught in the Elementary course—English language, Geography and History, Lower Mathematics, Elements of Mechanics, and Natural Philosophy, Elements of Natural History, Moral Lessons, Writing, Drawing. In the second, or Classical course, Latin and Greek, English, Belles Lettres, French, as far as consistent with due progress in the Classical and English studies—Geography and History, Mathematics, Elements of Mechanical and Natural Philosophy, Natural History, Moral Lessons, Writing and Drawing.

The duration of the principal course, four years; the classical course, four years; and elementary course, two years; the selection is made by the parents, which course they desire to have their sons pursue when they enter the school, with the right of subsequently changing their decision. Preparatory to entering the High School, it is necessary that each scholar shall attend one of the public gram-

mar schools for at least six months. Most of those who enter it, have passed through a regular course in the primary, secondary and grammar schools. It exercises a highly beneficial influence over all the other public schools.

It is daily presented before the mind of every boy as the lofty eminence to which his ambition should be directed, as an institution which can confer honor and distinction. A spirit of emulation is awakened in the mind of each teacher in a grammar school, to have every student well prepared for an examination on his application for admission into the High School, and to qualify as many as possible for it. A boy must be twelve years old before he can be admitted to an examination for entering it.

It appears from the report of the Board of Controllors, made in March last, there were then three hundred and seven pupils in the High School. It also appears by the same report, that the number of pupils attending the public schools, was 27,808 ; the increase beyond former years was 4,616.

The total cost for the instruction of the 27,808 scholars including the pupils of the High School, was \$110,250 ; the average annual cost of tuition for each scholar, \$3 97—an amount greater than this would be the expense for *one quarter* at most of the private schools in the State, showing most conclusively, that while this course of education is the best, it is also much the cheapest.

The amount received from the annual State appropriation by the city and county of Philadelphia for the year 1842, was \$49,283.

The grammar, secondary and primary schools in the city and county of Philadelphia are in a most flourishing condition, and a highly respectable education can be obtained by a youth who has neither the time or inclination to prosecute his studies farther than in one of their best grammar schools. It requires but a brief examination of the plan of organization, to show that a boy can obtain an entire and thorough education in the public schools. “ Beginning in the primary schools where the rudiments are taught, he is advanced in them, when duly prepared, to the secondary and grammar schools, where receiving the advantages of a good English education, he is prepared for the *high school*, and may thus enter, with a thorough training, any business, profession or occupation, to which his inclination and talent may direct him.”

An admirable trait in the system is its great justice, rigid equality,

and strict republican simplicity. No distinction in rank or wealth is ever known; mental culture alone is the criterion by which the deserts of each pupil are judged of, and he is promoted and honored in proportion to his intellectual acquirements. Every high motive which is calculated to operate as a stimulus upon the human mind, is presented before a boy from the time he enters the public school till he has attained the most exalted honor it can confer. The liveliest sensibilities of the parent are invoked in aid of the untiring zeal of the teacher, sustained by the persevering efforts on the part of the board of control and the boards of directors.

There are now in the possession of the public schools, twenty-four substantial school houses, generally three stories high, with class rooms attached and yards. The total value of the real estate owned by the school district, (that is the county of Philadelphia,) is estimated at over a half million of dollars. The school furniture, libraries, fixtures, &c., are valued at from thirty to forty thousand dollars. Thus showing a liberality, enterprize and zeal in the cause of education, highly creditable to that community, and worthy of imitation, in proportion to their means, by every school district in the State.

In these schools they are now able to educate a competent supply of teachers for the city and county, and will soon provide many for other schools in the Commonwealth. This system of organization is undoubtedly the true one for public schools, and must ultimately be introduced into all the districts in the State, before the friends of popular education will realize their anticipations of its great benefit to society.

As it will be again referred to in another part of this report, further observations are deemed unnecessary at this time.

GENERAL CONDITION OF THE SCHOOLS.

From letters received from almost every school district in the State, and the reports which are made to the department, it is gratifying to be able to report, that there is a decided improvement in our common schools throughout the Commonwealth.

A greater interest in the prosperity of common schools is continually manifested by all classes of society.

The undersigned has visited but a few schools in the State during the past year—not from the want of an inclination, but because it

was impracticable to leave the departments of which he has charge. Those which he did visit are certainly in a very prosperous state, and superior to any select schools found in our country. And in all the cities or towns where the people have manifested a proper solicitude about the success of the common schools, they have invariably succeeded to the satisfaction of the public.

The education has been good and expense greatly lessened. If there is any district in the State where the school system has not met with that approbation which was expected, it is because the people have been negligent of their own interest, and have not devoted that time and attention to public education which the subject demands.

IMPROVEMENTS.

Among the subjects upon which the Superintendent is required annually to report, are "plans for the improvement of the school system," evidently showing, that although the original law may have been framed with great care and attention, yet when its practical effect was experienced in society, changes and alterations in some, if not in many of its provisions, might be deemed highly beneficial, for the purpose of carrying into full operation a system conceived in great wisdom, and calculated to exercise a highly beneficial influence upon the character of the Commonwealth.

While it is most cheerfully admitted that frequent alterations ought not to be made, yet it cannot be doubted, when from experience, and a close observation of the practical bearing of the system in all its parts, a beneficial change can be effected in any particular, it ought at once to be adopted.

The undersigned believes that there are some variations in the provisions of the school law, which might, with great propriety be made, that would have a salutary effect upon the prosperity of our schools, and produce important results, by bringing to a greater state of perfection the education of the youth in the State.

The Superintendent, therefore, deems it to be his duty to mention them in great plainness, and give briefly the reasons that have produced this conclusion.

By the 4th section of the school law of the 13th June, 1836, each accepting district, before it is entitled to receive any part of the State appropriation, is bound to levy a tax upon the district of not less

than equal to, nor more than treble the amount of its share of the State appropriation, without a vote of the district.

By the 11th section of the same law, the sum of \$200,000 was annually appropriated among the several school districts in the State, and the city and county of Philadelphia.

On the 14th of April, 1838, a law was passed making an annual appropriation "equal to one dollar for each taxable citizen in the Commonwealth."

About two months after the undersigned took charge of this department, the question was presented for decision, what was the amount of tax a district was bound to levy, "to be equal to the appropriation made by the State?" Whether to the appropriation it would be entitled to receive out of the \$200,000, or a sum equal to one dollar for each taxable citizen?

On examination of the subject it was found that a construction was given to both of those acts immediately after their passage, by the then Superintendent of Common Schools, that if a district levied a tax equal to its share of the \$200,000 appropriated by the act of 1836, it was entitled to its share of the State appropriation, and that this construction had been acquiesced in ever since; although it is believed that my immediate predecessor regretted that such had been the practice and questioned its correctness.

The undersigned could not give that construction to those acts, but is decidedly of the opinion, that to entitle a school district to receive any share of the State appropriation, it must levy a tax upon its inhabitants *equal to one dollar on each citizen*, and cannot exceed treble that amount.

By letters received from various parts of the State, it is found, that the school districts, by their directors, have given different constructions to the law, some adopting the former opinion and some the latter.

The undersigned would have felt it to be his duty at once, to give a public expression of his opinion to each school district in the State, had it not so happened, that the subject was not brought to his notice till shortly before the township elections in the spring, when it might seem unjust to change a construction which had obtained for four years. There was a great scarcity of money in the country; our citizens were burdened with taxes; of which many complained, and moreover it was believed, that uniformity of decision and practice in

the school department, was of great importance for the prosperity of the school system;—and it may safely be said, that the certainty of any law is one of its great benefits to community, which would apply with ten-fold force to a system that had but just struggled into existence.

For these reasons, the practice first adopted, has been suffered to continue during the present year, and the subject is now brought to the consideration of the Legislature; and it is important that they should settle it definitely by legislative action, or at least give a legislative construction to those laws.

If the present practice is suffered to continue, the amount of taxation in a district will soon be very small to entitle it to a proportion of the public money appropriated by the Commonwealth.

Adopting the appropriation of \$200,000, as the basis of taxation, it amounted for the school year of 1843, to but fifty cents and seven mills to the dollar; and it is believed, that it will not at the next enumeration exceed $37\frac{1}{2}$ cents to the dollar.

It is difficult to call this a sum equal to one dollar on each taxable citizen.

It is earnestly desired that the law-making power should place this subject on such ground, as they think will be satisfactory to the people of the Commonwealth, and be uniform in its construction.

At the last session of the Legislature, a law was passed changing the system of taxation in the county of Delaware, and in the borough of Chambersburg, Franklin county. In the opinion of the undersigned, it was erroneous, and the manner of assessing taxes for school purposes, throughout the State, should be uniform, and the law the same in each county and school district in the State. The grand and beautiful system of education, which this great Commonwealth is building up, ought on no account to be undermined, shaken, or torn asunder, piece-meal, by partial legislation, for different and various parts of the Commonwealth.

Much of its stability depends upon a union of feeling, sentiment and action, among all the people in the State. A complete uniformity of system and laws for the whole State, applicable alike to each county and district, will not fail to constitute its firmest support.

To accomplish this purpose, the undersigned would submit the propriety of passing such a law for the whole State.

It is conceived, that the subject of taxation by that act, is based

upon very correct principles ; and if extended throughout the Commonwealth, would do much to advance the cause of education ; to give the pupils a longer term of schooling each year ; lighten the burden of taxation, which is now borne by the owners of property—(of which they often complain ;) placing the rich and the poor upon a more just equality ; creating a greater love for republican simplicity among the children and youth in our State, a sentiment which ever ought to be fostered and encouraged by all whose exalted station enables them to give tone to public opinion.

That law provides that the school directors shall not be authorized to levy a tax on property and other things by law made taxable, for school purposes, a sum less than equal to, nor more than double the amount, which the district is entitled to receive out of the annual appropriation, without the consent of the taxable inhabitants of the district, in the manner now provided by the school laws in force.

But it further gives authority to the directors to assess a tax upon each scholar that shall attend any public school in the district, any sum not exceeding one dollar per quarter, at the discretion of the directors, to be paid by the parent, guardian, master or other person having charge of the scholar, in proportion to their ability to pay. It also gives to the directors the power of exoneration.

By the passage of a general law, into which are incorporated these principles, it is believed many advantages to the cause of education would be gained, and when properly considered, prove very acceptable to the people of the Commonwealth.

It is often said by the wealthy, that they are compelled to bear the expense of educating the children of the poor, and some are so ungenerous as to complain of it as a burden.

It is undoubtedly a correct principle in civil society, and may be deemed an axiom in government, that education should be extended to every member of community—that the rich ought to contribute to the education of the poor—their interest, as well as safety in society, demands it. Yet a portion of this obligation likewise rests upon the poor, and a distribution as equal as possible should be made of the expense.

The adoption of such a system would relieve the affluent from some portion of the burden of taxation, and to those in more moderate circumstances in life, an opportunity would be afforded for contribut-

ing to the extent of their ability, towards the education of their own offspring.

It is undoubtedly true, that we usually find those who are in the possession of but a small portion of this world's goods, quite as solicitous, and perhaps more anxious about the education of their children than their wealthy neighbors, whose reputed riches should make them bright examples in aiding the cause of science, and models in the cause of benevolence.

Most of them would gladly contribute a small amount quarterly from their hard earnings, towards the schooling of their children, if by so doing they could procure for them the benefit of a good education.

Can it be denied by any close observer of the character of our people, that those in the humbler walks of life, have all the parental pride of feeling for the future prosperity and advancement to respectable stations in society for their children, which is possessed or exhibited by their more wealthy neighbors?

Who, in the primary meetings of our citizens, and at the ballot boxes, have been the unwavering supporters of our school system for the last nine years in Pennsylvania? Has it been the rich? Those who possess their thousands, tens and hundreds of thousands? No! It has been the laboring class of community—the industrious mechanics and farmers, uniting their moral power with the statesman and philanthropist. By their united exertion, they have brought into existence our stupendous system of common school education—the most mighty engine of government that has been created since the organization of the Commonwealth—a source of greater wealth to the State, than all the canals and railroads which have been constructed by the expenditure of millions of money; and of more value to her inhabitants, than all the rich and inexhaustible mines which fill our lofty hills and towering mountains.

This body of our citizens have weighed well the value of that, which by unceasing efforts they have created. They are willing to sustain it, and bring the system to a higher state of perfection.

Great are the mutations in life. Within the last few years, how many have felt the bitter and sudden transition from riches to poverty—from wealth and idleness to penury and labor?

Will it be pretended, that this change has in the least abated parental fondness for the education of their children, or quenched their own love of science, if they have once tasted its delicious waters? Surely not.

The ardor of this affection is unabated. A desire for the advancement of the education of their little ones is undiminished, perhaps increased. Most cheerfully would they contribute something out of the pittance saved from the wreck of thousands, or increase their daily toils to procure means that may furnish food for the minds of those they hold most dear—to aid in procuring such an education as will furnish for them a passport into society, the ability for procuring their own support, and enable the objects of their hopes to sustain their parents in the decline of life, when age has whitened their locks, and seared each muscle of their limbs.

Such a provision in our law would produce a greater degree of independence, as well as republican equality among the children and youth in the Commonwealth.

It would blunt the arrows of the malicious and hush in silence the spirit of envy, which is too often found in youthful minds, and not unfrequently made the source of deep mortification, or the subject of ridicule among the inmates of a school room. When the parents of all contribute alike to the support of that institution from whence their advantages flow, in proportion to their means, the feelings of malevolence and envy, too often engendered, are soon quieted when all meet on this common ground.

The property holders, and present tax paying part of the community, can raise no reasonable objection to a measure, which enables others to join in bearing a portion of that which is now by many considered onerous.

For more than fifty years the common schools in some of the New England states were supported by a tax upon the person as well as upon property.

This is not a personal tax or "poll tax," which has always been considered odious in Pennsylvania. It is only an assessment which each individual voluntarily, and of his own free will, suffers to be imposed, or may be relieved from at his pleasure.

It is confidently believed by the undersigned, that such a provision ingrafted into the law, would be eminently calculated to give life and action to our school system—that schools would be supported for a much greater length of time in nearly all our districts throughout the State, that more children would be educated, and all obtain a more thorough and extended knowledge of the branches studied. Perhaps

some variation in the detail might render such a law more beneficial. It is the principle on which it is founded, that is now advocated.

In contemplating the subjects of improvement in our school system, and the obstacles which are necessary to be surmounted, in order to render it universally beneficial, as well as to attain that elevated position which its early projectors anticipated, and which it is believed a large majority of the people desire, no objection is so formidable as the one often made "that our education is not sufficiently thorough"—that the pupils do not acquire that profound knowledge of the many branches connected with a common school English education, which it is desired, and perhaps necessary, that almost every citizen should attain.

It might with some degree of propriety be remarked, that those who cavil upon this subject are demanding too much from a community which has but just entered on this career of usefulness. Yet it cannot be denied that the public are too remiss on this important subject. It was justly observed by a very eminent Scotch gentleman, who travelled a few years since through our country, "that viewing the object of education, then, to be to communicate knowledge by which the sphere of the mind's action may be enlarged, to train each individual to self-control and the love of good, and to enable him by these means combined, to pursue successfully his own welfare—the educational institutions of the United States appear generally to be defective."

The correctness of the above remarks cannot be questioned, and the necessity of a more extended acquisition of knowledge—of a more refined and accomplished education, as well as profound acquaintance with our government, our rights, duties and obligations, and of ourselves, cannot perhaps be portrayed in language more plain and forcible than that of the same learned writer. When speaking of our country, he remarks, "every one of their citizens wields political and judicial power; he is at once the subject of the law and its pillar; he elects his own judges, magistrates and rulers, and it is his duty to obey them. If ever knowledge of what is right, self-control to pursue it, and high moral resolve to sacrifice every motive of self-interest and individual ambition to the dictates of benevolence and justice, were needed in a people, they are wanted in the citizens of the United States. A well *instructed* citizen will consider the influence of any law on the general welfare, before he consents to its en-

actment, and a well *trained* citizen will not only obey that law when enacted, but lend his whole moral and physical energies, if necessary, to enforce its observance by all, until repealed by constitutional authority. An *ill-instructed* citizen will clamor for the enactment of any law which promises to relieve *him* from any individual inconvenience, or to confer on him an individual advantage, without much consideration concerning its general effects. An *ill-trained* citizen will seek to subject the magistrates, judges and law to his own control, that he may bend them in subserviency to his interest, his ambition or his inclinations, from day to day, as these arise and take different directions. 'The *ill-trained* citizen takes counsel of his self-will; and self-will, uninstructed and untrained to the guidance of moral principle, leads to destruction.'

To acquire that education which enables all our people to act in that elevated sphere of usefulness, indispensably necessary for the preservation of our liberty, government and laws, is one of the great designs of the common school system. The advancement of institutions, producing incalculable benefits to this Commonwealth, and our country at large, merits the attention of our most distinguished statesmen. In Pennsylvania, this defect in our system arises in a great measure from the want of competent teachers.

The subject of providing more competent instructors for youth, has often been presented to the consideration of the Legislature, by those who have heretofore discharged the duties of Superintendent of Common Schools. The best method of providing them has occupied the attention of former Legislatures, and been deeply reflected upon by the untiring advocates of common schools. Various plans have been suggested, all of which have been considered too expensive for the State. Without stopping to inquire whether such an objection ought to have the least influence in estimating the value of a measure, fraught with such immense advantages to the Commonwealth, it is deemed better to direct our attention to the grand *desideratum*, by which we may procure a sufficient supply of competent teachers, without adding much to the expenses which are now incurred by the State in the support of her schools.

It is cheerfully admitted that normal schools, or institutes for the education of individuals desirous of engaging in the occupation of school teachers, are decidedly the best, and would furnish to the pub-

lic advantages superior to any other plan which it is believed could be adopted.

These plans have been clearly laid before the Legislature, and ardently pressed upon their consideration by my predecessors, but have not met with a response from your respectable body; not, it is believed, from an unwillingness to adopt the most approved method of attaining this object, but simply because they feared to incur the expense of establishing a sufficient number of schools to carry the project into full effect.

It is deemed superfluous on this occasion, to present, as an argument, the numerous and powerful benefits that would unquestionably flow from the establishment of normal schools in the State; or press upon the attention of the Legislature the almost irresistible inducements that crowd upon the mind in favor of their adoption. And it is doubted whether it would be profitable, in this communication, to present for your consideration the efforts of our sister states in fostering those nurseries of usefulness. But a more difficult task seems to devolve upon the Superintendent, and that is, to recommend some system which promises to be useful in raising up among us well-educated persons, who are willing and capable of taking charge of the instruction of the youth in the state, without enhancing the expenses of government in sustaining the cause of education.

The plan devised and now submitted for your deliberation, is to make such an alteration in the school law, as will enable every city, borough, town, and if possible, every school district to establish HIGH schools, upon the principle now adopted, and successfully carried into effect, in the city and county of Philadelphia. That this plan is perfectly feasible, does not admit of a doubt, for it has been tried with eminent success and usefulness, in the borough of Carlisle; with this difference; that they do not give instruction in the dead languages, but confine the course of study to the branches of English literature.

Having personally attended an examination of the public schools in that place, and minutely inquired into the operation of that plan of organizing schools, the undersigned is fully convinced of the practicability of the system and its usefulness in the county; and the evidence exhibited by the great advancement the youth had made in many of the higher branches of English literature, under the charge of an excellent and worthy teacher, could not fail of convincing the most sceptical, that this is the true method of arranging our common schools.

It has been adopted with like success in Hollidaysburg and other places in the State.

From a personal visit during the last year to the *Central High School*, in the city and county of Philadelphia ; the grammar, secondary and primary schools connected therewith ; the Superintendent has no hesitation in asserting that they are not surpassed by any in this country, and if we judge from published reports or history, by any in Europe.

The literary and scientific attainments of the professors and principal teachers, are all that could be desired to render them capable of filling the stations they occupy ; also, possessing another important qualification, that of successfully imparting instruction to their pupils.

The controllers and directors of these public schools, manifest that deep interest in their success which must be exhibited by every philanthropist and statesman in the Commonwealth, before our system will attain that eminence and usefulness which is desired.

One of the most beautiful and prominent features in this plan of organization is its admirable adaptation to our republican form of government, and truly republican institutions. The effect of that plan of instruction is to make all educated there Americans in feeling, sentiment and action.

The regularity of the whole plan, the intimate connection of one part with the other, forming one regular system of organization, of instruction and discipline, cannot fail to render it pre-eminently useful to the public. The influence of these public schools upon society, in their neighborhood, and upon the State at large, is incalculable.

Perhaps these remarks may be deemed invidious, and as intended to bestow commendation upon one part of the State, which will detract from the schools in another. No such effect is intended. But these schools have been referred to, for the purpose of directing the attention of members to the subject, in order that they may judge of the propriety of making provision for affording facilities to a similar organization throughout the State.

If every county town, borough and densely populated township, and even those sparsely populated, would have their schools organized upon this system, within a very few years they could educate good teachers enough to supply every school district in the State.

To encourage the young of both sexes to prepare themselves for the important station of becoming instructors, some encouragement

should be given by assistance from the government to those who have the talents for such a station, but want the means of acquiring that education, which would fit them for it. The present aid given to common schools, affords some encouragement to them, but not sufficient; some further public appropriation should be given.

It is believed that our system of popular education in Pennsylvania, will never be complete, until all the institutions to which the government lends her aid, by giving pecuniary support, are in some way connected, or else the government centres her whole bounty upon one or the other.

The common schools, by the constitution and laws, are under her control; she professes to rear them by her fostering care, for the general benefit of all; and why should she not elevate them to the same rank with those learned institutions, to which she has given exclusive corporate privileges, at least so far as a profound knowledge of the sciences and languages will do it?

Our common schools have the *legal* claim on government, and may with propriety demand most of her beneficence; without circumscribing those gifts, they may require sufficient to be placed upon a *useful equality*, with those to which she has given a corporate independence.

It is not intended to cast any reflection upon our colleges and academies. But this much may be said, until our children can acquire as good an English education at our common schools as is attained in those institutions, the system is not complete, nor is it effecting what the people desire, nor what is absolutely necessary for society and the general good of the Commonwealth.

If such a system is adopted and encouraged by the State, the education of the rich, as well as the poor, would be obtained at a much less expense than at any seminaries in our country. It can be made as thorough and refined, and unquestionably more practical, which renders it essentially more useful.

Should the Committee on Education, or any member of the Legislature, deem the subject worthy of investigation, copies of the last report of the Controllers of the *High School in Philadelphia* will be furnished them by this department, and other facts connected therewith more fully than could be embraced in this report.

As another means of obtaining teachers who are competent to undertake the instruction of youth, it is believed, if the law was changed

relative to the manner of their examination, much good might be effected. It is now requisite that every individual who applies to become an instructor in a public school, must first be examined by the board of school directors of the district, in conjunction with such person or persons as they may associate with themselves for the purpose.

In very many districts the directors do not feel themselves qualified by education to undertake the examination, and perhaps are not always the most competent to judge of the qualifications of those whom they might choose to associate with them. In some districts, the directors select an individual who is to perform all the labor and receive a fixed compensation for his trouble, on each certificate he grants.

In some cases where the board direct the examination in person, they are exposed to the accusation of favoritism for some one who is their neighbor, associate or relation.

On these and various other grounds, frequent complaints, whether just or unjust, have been made to this department during the last year.

There is no intention by the above remarks to reflect upon the boards of school directors generally, for it is well known that many of our most learned and respectable gentlemen in the State have kindly accepted the useful and responsible office of directors of common schools.

It is believed, if the respective Courts of Quarter Sessions, in each county, were authorized to appoint a board of three or five gentlemen, as examiners of school teachers, who should hold the office one year, and require that before any one could be employed in a public school as a teacher, the individual should obtain a certificate from a majority of the board, a great improvement would be made in the selection of teachers. Where the counties are large, let them be divided into two or more sections, and a board appointed for each.

If it is objected that the courts ought not to be troubled with it—that it is not within their province, the power might be given to the Superintendent of Common Schools, who, by great exertion, would be able to make good selections in every county.

This arrangement would relieve the school directors of much responsibility, and be an inducement for more who are very competent to accept the office.

It would awaken a great spirit of rivalry among those who wished to become school teachers, from the fact that they must be placed in a situation where their merits and qualifications would be compared with all others engaged in the same occupation throughout the country.

A laudable ambition would be diffused into the minds of all that engage in this useful and responsible calling, to excel in their qualifications, and to establish a high character for erudition before the county board.

The operation of the law would be such, that but few would offer themselves for an examination, unless they were well qualified for the station.

The mortification and disgrace of a rejection would be such, that no one would attempt to pass the ordeal, unless he was confident that it could be effected with credit.

This board, selected from the whole county, having no connection in the employment of teachers, responsible to public opinion for their acts, would have no inducements spread before them to depart from the path of rectitude.

We should reflect, that not all who are profoundly educated are qualified to impart instruction to others, or safe depositories of the parental authority of our children, even during the few hours allotted to them in a school room. There are other and important qualifications requisite in the character of the individual who has the tuition of youth.

On the pre-eminent competency of the teachers, mainly depends the future prosperity of our public schools in Pennsylvania. Judicious legislation on this branch of the subject may give them a high destiny; the government can mould them to her will, and give them any exalted rank desired by the most benevolent.

Among other matters which it was supposed would be calculated to improve our school system, the attention of the undersigned, shortly after he entered upon his official duties, was called to the propriety of having some uniform course of instruction throughout the State, and those who pressed the subject, desired that the Superintendent should recommend a certain class of school books to be used in all our common schools.

After much reflection, the undersigned was convinced that such a

measure was within the scope of his official action, and if he deemed it useful for the department, it was his duty to act upon the subject.

The arguments in favor of one general and uniform course of education, were numerous and forcible. The evils resulting from a diversified course of instruction, seemed to be pressing heavily upon the school system, and with an honest and anxious desire to use every effort to render the cause of education acceptable to the people, also to relieve them from every burden that seemed in the least oppressive, he deemed it incumbent upon him to give that recommendation which seemed to be demanded by a majority of those who exhibited a lively interest in the prosperity of common schools.

Much time, attention and enquiry, was directed to the selection of the works of such authors as it was believed were best adapted to the use of our common schools, upon the primary branches of English education.

On the fourth of October last, a circular was issued to the board of school directors, in each accepting district in the Commonwealth, giving chiefly the reasons for the recommendation, and a list of such books as it was believed should be introduced in the schools, sharing the bounty of the State.

From numerous letters received at this department, as well as frequent conversations with individuals from different parts of the State, and from the favorable notices of the subject by the public papers, there is reason to conclude, that the recommendation has met with a favorable response from the people.

A number of the gentlemen who composed the last Legislature, solicited of the Superintendent his opinion upon the propriety of requiring by law, that those school districts which received from the State a share of the public money, should adopt such a course of education, and use those books which should be recommended by the officer who had the supervision of the schools. No definite reply was then given. The subject is a grave one—nor has it escaped the attention of the undersigned during the past year.

The arguments in favor of such a legal requisition, are not without their force, and are perhaps worthy of much deliberation.

It has been said by one who writes well upon the subject, that "a State has not done all its duty in regard to education, when it has established schools and made provision for their support; nor even when it has provided good teachers, and established an organization

that ensures a faithful discharge of the duty in the various functionaries employed.

“No system of popular education can be considered as at all perfect, which does not prescribe at least some general outline of the course of study to be pursued—the branches of knowledge to be communicated.”

In some of the European states, where the governments have charge of the instruction of the people, the course of study, and even the class-books, are prescribed by law—all such as are used throughout the realm, and that too, in countries where education is conducted with great pre-eminence.

In the Grand Duchy of Saxe Weimar, the books used in all the primary schools are designated by law. And perhaps a more enlightened, intellectual and elevated standard of education could not be reared, than that based upon the law which guides the schools in that principality.

Prussia is a country which, with great propriety, may be called despotic; having a “Military Monarchy, nearly absolute,” which has fostered with paternal care the education of its subjects; but which, in exercising its monarchical power, has adopted one of the wisest plans for the instruction of its subjects, and educates at its public schools, thirteen out of fifteen of its children, from the ages of seven to fourteen, (the remaining two it is said, being educated either at private schools or at home, so that the whole are educated,) does not define the text books, but designates a course of study, which is enjoined by law.

The wisdom, skill and masterly care displayed in detailing the elementary branches of literature, and other subjects in which the pupils are instructed, are not unworthy the attention of those who are bound to provide for the education of the people in a republican country.

Their course of instruction is thorough, not confined to mere theories; but the practical affairs of life form some portion of an education given in those schools.

It cannot be denied, that a fundamental reform is much needed in our common schools, relative to the branches taught in them; also, as to the manner and system of instruction.

But the undersigned is not prepared to say, that a course of study should be defined by law; or that the power should be delegated to any

officer having the superintendence of the school system, to designate it, or absolutely control the subject. It is believed, under the existing law, a high moral duty rests upon that officer to exert every energy he may possess, for facilitating the instruction of the youth in the Commonwealth. But that the power of determining on the particular branches to be taught; the manner of instruction, and the particular authors from whom a knowledge is to be derived, would seem to be safely lodged in the hands of the people, who have the immediate guardianship of each school district.

That peculiar characteristic of the American people, of improving upon every subject, and their great thirst for acquiring a knowledge of every thing useful in life, it is believed, will render them safe depositories of all the power necessary in directing the education of their children.

This question surely is not unworthy the notice and calm reflection of statesmen and legislators. For whatever is calculated to elevate the standard of education, improve and facilitate the instruction of the young, by an advancement in literary acquisitions, or in obtaining a knowledge of all which is useful in life, and tends to make them acquainted with our country, its laws, as well as the institutions with which we are surrounded, may be regarded as a powerful instrument of good government, and of vital importance for the furtherance and stability of the happiness of that constituency which they represent.

As such, the best means for the education of the people should be studied with deep interest, its advancement fostered and cherished with all the weight of official influence, and patronized by such legislative enactments, as are best calculated to render it beneficial and acceptable to the citizens of the State.

In contemplating this interesting and important subject, it may be of infinite advantage to receive light from transatlantic discovery and experience. So far as these may be adapted to the feelings of our countrymen, our habits, laws and institutions, engraft that which promises fruitfulness upon the system which we are rearing for the future happiness and prosperity of the nation.

Connected with the improvements, which are deemed important, we may with great propriety consider the PERMANENCY OF OUR COMMON SCHOOL SYSTEM.

The policy of repealing the law, making appropriations for

schools from the State Treasury, was gravely discussed by the last Legislature. A committee in one branch of that body, reported a bill for the repeal of the law making the appropriation.

The propriety of this measure, and its probable effect upon the cause of education, and influence upon our regular school system, which is now pretty well understood by the people of the State, was repeatedly submitted to the Superintendent in various conversations with the members of that body, during the last extra session, and his views were solicited upon the subject and promised in the annual report.

The only argument adduced in favour of the repeal of the law resulted from the immense public debt already contracted by the State in the construction of our internal improvements, and the revenues arising therefrom not being sufficient to pay the annual interest.

That the Commonwealth is deeply involved in debt ; that she has failed to pay in money the last semi-annual interest which was due, and has now resorted to direct taxation to meet this enormous demand, are truths not to be denied ; and perhaps this great embarrassment thrown around the monetary affairs of our State, affects more deeply the individual feelings of those who are officially engaged in administering the affairs of government, than any other class of society. They have been most sensibly felt by the undersigned during his official connection the last year ; yet amid the dark and gloomy prospects that now hang over the Commonwealth, paralyzing the energies of the most active and enterprising, weighing down the hardy and industrious, causing the stout hearts of the most enlightened statesmen to quail ; the pride of our State humbled ; her honor dimmed, if not destroyed—in the opinion of the Superintendent, *the last law which is repealed*, should be that making appropriations for our common schools out of the PUBLIC PURSE. Be it said to the *honor* of Pennsylvania, that but few can be found within her borders, who are so dishonest, so base, as to *repudiate* our public debt. Our citizens may procrastinate or delay its payment for a brief period, but will not, cannot wholly deny it. Nor will they fail to exert their vast recuperative powers, for the payment of the last dollar which has been contracted.

The grand *desideratum*, acknowledged by all, seems to be, what method can be adopted which will enable the people of the State to

acquire wealth, so as to make permanent provision for the ultimate payment of our vast debt? One of the most efficient means which can be pursued, *is, to educate the people.* Give them all a sound and thorough education, as one of the sure methods of acquiring wealth from the extensive mineral resources of the State, her rich and unrivalled agricultural soil, and the many unbounded resources which nature has lavishly cast upon her, and which are as yet but little improved by human skill.

There is an intimate connection between the *legislation* of a State and its wealth. By the enactment of wholesome and correct laws, the industry of its inhabitants is encouraged, their plans of invention are increased, finding themselves secured in the peaceful enjoyment of the fruits which result from their labor, without the imposition of excessive burdens, the resources of a country are rapidly developed, which swell the fountain and make mighty the stream of national wealth and prosperity.

General education, then, is a pecuniary benefit to a Commonwealth, by its influence on legislation.

Can any one estimate the riches which often flow to a community from a judicious course of policy, relative to one important object affecting their interests, "or even from the operation of a single wise law?"

It is in vain to argue that the present generation are enlightened in their views of the science of government, and upon all other subjects. Does it follow that those who come after us will be? Surely not! Unless ample means are provided for imbuing their minds with all which can make them useful in civilized society, and elevate them to that high standard of wisdom so necessary to direct the affairs of State.

The debt which we are struggling to meet, is entailed upon the next generation, an encumbrance that is attached to the inheritance which will be left them as their portion.

Surely the dictates of wisdom, as well as humanity, demand that we should provide the best possible means to enable them to remove the embarrassment which attends the estates it is designed they shall enjoy.

The corollary is certain, that intelligence should be increased in proportion to the magnitude of the obligation imposed upon those who are to succeed us in possessions which we derived from others,

unincumbered, but which we have chosen to render tributary for an ultimate benefit.

The wealth of every nation is derived from the labor of its inhabitants, and the productions of the soil which is possessed by the people who desire to accumulate it.

Nor is it a matter of much moment on what that labor is bestowed, and in what those productions consist, except as to the rapidity of accumulation, whether they arise from the fruits of the earth growing spontaneously, and by skill and labor prepared for consumption or exportation, or by the cultivation of agricultural products from the soil, the mineral deposits in the earth, or the valuable facilities for manufacturing. It is by the aid of labor, physical and mental, all must be produced, as the commodity for enriching individuals and the community.

The facilities of amassing wealth are greater or less in proportion to the extent of intelligence existing in the country, by which the people are enabled to produce the greatest amount of commodities for exportation, with the least physical labor, whether those are productions of the soil, or derived from the natural or artificial resources of the country to be enriched.

To these two sources alone Pennsylvania must look, as the only means for the payment of her debt of millions.

The wise statesman, then, will direct his attention to those objects which, if brought into requisition, will enable the Commonwealth to derive the greatest advantages from them. And the design of the following remarks will be to direct public attention to one of the important energies to be aroused, and ultimately applied in this behalf.

It is believed that a thorough education of all the people in the State, will be found one of the most mighty engines which can be used for enabling her to accumulate the largest amount of wealth with the greatest facility.

No problem can be more clearly demonstrated, than that universal education is a source of pecuniary benefit to a nation. That it is the means, nay, a formidable power, for increasing national wealth.

It is impossible in this brief report, to multiply proofs of this important truth. Arguments and illustrations might be produced to sustain this position, which would fill a volume.

An able and interesting writer upon this subject, (Mr. Wines,) remarks: "we should find invariably that those nations where the

people have been best educated, have also been most distinguished for the wisdom of their laws, and have enjoyed a greater degree of prosperity, and reached a higher pitch of wealth, than the others."— And he further observes—"that national prosperity and riches follow in the wake of education, as naturally as water seeks its level, or vapor ascends towards heaven."

To convince the intelligent and reflecting in society of the correctness of the position assumed, arguments will probably be deemed superfluous on this occasion; but a few observations may not be considered unimportant.

If we cast our eyes to European countries, and compare one with another, we shall find in those nations where the people have been best educated, they are "the most distinguished for the wisdom of their laws, and have enjoyed a greater degree of prosperity than the others;" and the remark may be applied to the American continent, by contrasting the condition of North and South America.

We may further illustrate the correctness of the position, by comparing one portion of the United States with another. We can with propriety enquire, what enables the people of one portion of the Union, who are in a latitude where a chilly winter-like climate generally prevails nearly three-fourths of the year, upon a soil sterile and almost barren, to produce the means of wealth equal to other portions of the United States, that are warmed by the frequent genial cheering rays of the sun, and whose territories are filled with valleys and plains as fruitful as the garden of Eden? The only true response that can be given is, all are educated in those regions where nature has been less bounteous in its gifts. By the aid of learning, which gives a superiority to mind over every thing else, the elements, with a master's skill, are made subservient to their power, as the means of producing wealth, where climate and soil refuse the reward of labor.

In Pennsylvania, nature has been bounteous in showering her favors upon us. Her sources of wealth are greater than those of any other State in the Union, and why are not her productions in the same proportion? Simply, because the laborer has not brought to his aid the lights of science and an accurate knowledge for their development. How many millions of money have been wasted in our iron and coal regions, purely for the want of scientific skill in the operator? Without being profoundly acquainted with the search-

ing, yet unerring tests of chemistry, or the laws of geology, or the labor saving knowledge of natural philosophy, much time and money have been spent in a vain search for that mineral wealth which was almost within the grasp of the enterprising owner.

The iron master should be well educated, and possess a profound knowledge of those sciences which will make him familiarly acquainted with the value and character of that mineral which produces the article he wishes to manufacture. With such an education, he can pursue his business with a decided superiority over those who embark in such an enterprize, without a scientific knowledge of those subjects which engage their attention.

If the coal operator would successfully search the mineral treasure concealed within the recesses of our mountains—skillfully prepare that rich mineral for consumption, and convey it with economy to market, he must be well learned in those sciences which alone can aid him in his pursuit.

The rich agricultural regions of the Commonwealth might be made to increase their productions ten-fold, if the useful arts and sciences, or a thorough knowledge of mechanic powers, were understood by their cultivators.

The value of our farming land will never be known, or its power for production ascertained, till science is combined with agricultural labor. Nor will the power and facilities of our public works be fully appreciated, or the greatest economy be used, to enable the State to derive all the benefits which may be realized, till they are managed by men who are profoundly acquainted with the science of their construction.

A review of the past might not be unprofitable, for the purpose of reflecting how much of our immense debt might have been saved, if education, diffused among all classes of society, had taken the lead of our magnificent public improvements. But it would, perhaps, occupy too much of your time to listen to it from this source.

There are far more powerful reasons why the arm of government should not be stayed in her support of popular education, than that of mere sordid gain. To the mind of an enlightened statesman, this must be considered of but minor importance. Inducements more exalted and ennobling to human nature, are necessarily presented before him—arguments more powerful, reasoning more convincing, pervade the mind.

A finished education of all the people in the Commonwealth, would be an immense saving to the State, by the reduction of pauperism. How few of the inmates of a poor-house do we find, that are well educated individuals, or are thoroughly acquainted with any of the arts and sciences? How great a number of those who inhabit these lonely abodes of charity are neither able to *read or write*?

If the lights of science were generally diffused among the people, how much of human misery would be alleviated? How many thousands would be saved from the deep distress of squalid poverty? And what joy would be afforded to the benevolent mind at the sight of relieved pauperism?

Shed the rays of science, and that pure intelligence which accompanies it, upon the minds of the people, and the criminal prosecutions which now appear upon the records of our criminal courts, would be reduced one-half. The honest part of community would be relieved from an immense burden of taxation, now levied for the support of the administration of criminal justice, and the attendant consequences which follow for the protection of society.

An examination of the statistics of crime and poverty, will clearly exhibit to any one who will pursue the enquiry, that our poor-houses and prisons are almost exclusively filled with those, whose intellects have never been improved by education; and from the want of that knowledge which learning confers, their hearts are barren of all moral culture. They are moreover, generally strangers to the benign influences of our most holy religion; their minds are enveloped in an almost heathenish darkness, which would probably have been dispelled even by the cheering rays of a common school education.

Multiply the mental resources of the people, and it will be found that it has a direct tendency to elevate their character, and in a great degree correct and subdue the taste for gross sensuality, which is so often the attendant of ignorance.

Another powerful reason why the people ought to be thoroughly educated at the public expense, is, for the protection of the lives, liberties and property of the inhabitants of the State. No man has any protection for his person or property but from the law.

The masses, by their agents, frame the laws. Intelligence, in exercising the right of suffrage, has not been sufficiently considered by the American people, if they wish to perpetuate their

present republican form of government, and that liberty which was purchased by the blood of their fathers.

If all the electors are well educated, no one will fear the *stability of the Union*, unless subject to gloomy forebodings; for its future destiny may then be contemplated by the mind of any one who calmly reflects upon the instructive lessons derived from the history of the downfall of nations.

How is the property of the State, or its inhabitants to be protected from the ruthless fury of the lawless mob—a wicked spirit that often bursts forth in a densely populated district, but by enlightening the benighted minds of the masses of the people?

The rich, the tax-paying part of society, are *directly interested* in sustaining the school system, from motives of self-interest and self-protection. Their wealth is held by a very uncertain tenure, unless the humanizing influence of learning is widely diffused among the people.

The intelligence of society, in a republican government, is its great protection. One of the first objects of legislation, is to protect all men in their persons and property. Those are the wisest laws which accomplish this object, by imposing the lightest burdens upon society, and yet give the greatest permanency to our institutions.

It can be safely asserted, that it is also the duty of the *State government*, in Pennsylvania, to support, foster and protect our common schools, and to make adequate provision by law, for the thorough instruction of all the children in the Commonwealth.

A part of the oath taken by every member of the Legislature, before he enters upon the discharge of his official duties is, that “he will support the constitution of the Commonwealth.” The first section of the seventh article of the constitution provides, that “the Legislature shall, as soon as conveniently may be, provide by law, for the establishment of schools throughout the State, in such manner that the poor may be taught gratis.”

This obligation is binding, and if the present provision by law is repealed, or our organized system suspended, an appropriation must be made for the poor, for no one will conceive that any member would disregard the injunction of that instrument. Hence the duty, so far as one class of society are interested, is made manifest and obligatory.

It cannot, with propriety, be denied that popular education is

necessary to promote the prosperity and happiness of the people.— If so, then, it is the *duty* of the government to make provision by law for its accomplishment.

That universal intelligence exercises an influence upon national and individual character, is too clear to require argument or illustration. As one important object of legislation is to advance the character of the State, the *duty* to make such legal provision as will achieve the object, is at once apparent and imperative.

The bearing that a general education has upon the present and future happiness of the people, is manifest to the mind of any one who calmly contemplates the subject. Any result which will promote it, creates an obligation upon the legislator to provide by law for its advancement.

If we take a survey of a family, neighborhood, township, or community, where learning has shed its pleasing rays, we shall observe that industry, order, contentment, decorum, and all the social and moral virtues which adorn the character of the human race, are deeply seated in the heart, and conspicuous in the life of each individual.

The great moral reforms exhibited in all nations and countries, have been effected by the benign influence of education and religion.

It is by the aid of education that our people can have their minds directed to another and better world—to an eternal hereafter—to the pleasures of that existence which will never terminate.

To suffer them to be sunk so low in ignorance, as not to be able to read that blessed book which points to life and immortality beyond this world, is surely not the act of wisdom in this enlightened age.

Particular enquiries will undoubtedly be made by your enlightened body, whether such is the embarrassed condition of the financial affairs of the Commonwealth, that she is driven to withhold from the people an appropriation fraught with so much benefit to them.

It is believed, that upon a minute examination into the situation of the Treasury, and the resources of the State, we shall find that Pennsylvania has the means within her control, if brought into action by a few judicious legislative provisions, to continue the present annual appropriation for common schools; pay off the domestic creditors; retire the relief notes when presented, issued in pursuance of the Act of 1841; pay the semi-annual interest on our State debt, which will be due next August, and support the

government on such a scale of strict economy, without borrowing any money, or increasing the burden of taxation beyond what is now authorized by law.

It is conceived that it can be clearly demonstrated, such are the means within our power, if properly applied, that the results above indicated will certainly follow if suitable legislative aid is granted.

It is admitted that a rigid economy should be observed in every department of our government, guided by strict justice to all, in order to restore the credit of the State, and enable her to meet her annual obligations; that the learning and talents of every citizen should be put in requisition to devise the best plans for sustaining the reputation of the Commonwealth; a reputation which each individual has at stake.

But it is difficult to conceive how it will be accomplished, by taking the very life blood of the people; or by depriving them of the power which they may have for putting in motion the machinery that will prepare the material for it.

Financiers and politicians may advise the withdrawal of one appropriation and another, in order to abridge our annual expenditures, but when they ask to have the axe struck at the very root and foundation of our civil institutions, and of the government itself—statesmen will pause before they listen to such men, or heed the counsel of any who would blot the fairest page of the history of Pennsylvania.

The honor and pride of the "KEYSTONE STATE" are deeply concerned in the continuation of our common schools; her fair name should not now be tarnished by an act which would cause the crimson blush of shame to fill the cheek of every honest Pennsylvanian—an act which would make us a proverb and a bye-word among our sister states.

But few individuals can be found who sincerely desire the repeal of the laws organizing our common schools. They are daily becoming acceptable to the people. Their operation and the general character of the system is becoming fully understood, and rightly appreciated. If the arm of the government is palsied in its support, the healthful region which now sustains its vital action must soon decay—all that is animating to the young, cheering to the philanthropist, and hopeful in its existence to the christian, will fade and die. The cause of education will not flourish without its sustaining power;

without the aid of legislative influence, all will fail. Individual exertions and beneficence are unequal to the task.

These are the lessons which we learn from the history of every civilized country. The admonition which such instruction gives to us, at this interesting crisis, is worthy of the high regard of every friend to the cause of popular education.

It is in vain to assert that education will become universal and thorough in a community where the government exhibits no solicitude in sustaining it, and makes no exertion for its advancement.

A distinguished English writer, in arguing this subject relative to his own country, says: "never was this truth more clearly displayed than in the state of our popular education. Behold our numberless charities sown through the land. Where is their fruit? What better meant, or what more abused? In no country has the education of the poor been more largely endowed by individuals—it fails, and why? BECAUSE IN NO COUNTRY HAS IT BEEN LESS REGARDED BY THE GOVERNMENT."

The moral effect upon the character of our people by the repeal, or even suspension of the present aid of the State government to our school system, it is believed may be greatly deprecated.

Repeal the present school law—withhold the present small appropriation for the aid of common schools—and the Rubicon is passed. There is but one step to direct REPUDIATION of our State debt. Repeal the former—take one line of that act from our statute book, and before two successive Legislatures have terminated their sessions in your halls, ANY LAW RECOGNIZING STATE INDEBTEDNESS WILL BE BLOTTED FROM YOUR ROLLS.

This is not mere assertion; it is a result which flows from the organic laws of society, and forms part of the character of our species.

Ignorance and dishonesty are generally inseparable; so are education and integrity when applied to communities.

The deep solicitude which is felt by the undersigned for the success of our school system, and an honest pride for the honor of our beloved Commonwealth, must be his apology for reporting so largely his views upon the impropriety of the repeal of this law.

A. V. PARSONS,
Sup't. Com. Schools.

SECRETARY'S OFFICE, }
Harrisburg, Jan. 6, 1843. }

Abstract of the District Reports for the year ending on the first Monday of June, 1842, showing the condition of the Schools in the accepting districts in each County, as far as reported, except the City and County of Philadelphia.

COUNTIES.	DISTRICTS.		SCHOOLS.			TEACHERS.			SCHOLARS.			REVENUE.			EXPENDITURE.						
			Whole No. of schools.	No. of schools yet required.	Average number of months taught.	No. of male teachers.	Number of female teachers.	Average salaries of male teachers per month.	No. of male scholars.	No. of female scholars.	No. learning German.	Amount of State appropriation paid to accepting districts.	Amount of tax levied in accepting districts.	For instruction.	For fuel and contingencies.	For school-houses, (purchasing, building, renting, repairing.)					
Adams.	18	16	13	88	65 mo. 0 d.	78	20	19	12	10	52	2,592	1,985	33	45	48	\$ 4,813 00	\$ 7,723 04	\$ 5,334 50	\$ 2,080 48	
Allegheny.	33	33	33	230	156	23	216	37	28	66	20	05	7,521	5,864	44	73	14	10,165 00	31,410 89	35,949 78	3,743 02
Armstrong.	14	14	14	129	263	23	118	15	16	17	10	55	2,686	2,184	38	39	46	3,825 00	4,593 42	5,974 82	344 21
Beaver.	23	22	22	161	105	5	148	66	18	79	9	04	3,416	2,966	202	144	40	5,676 00	6,676 42	6,062 81	1,863 57
Bedford.	25	22	21	177	134	0	175	4	18	35	13	50	3,557	2,751	56	37	45	5,491 00	7,162 38	5,919 53	1,229 22
Berks.	35	7	7	44	56	15	41	23	21	25	12	21	1,794	1,566	61	72	36	2,919 00	8,366 20	5,874 94	713 80
Bradford.	31	30	30	238	206	13	182	232	14	47	6	07	4,932	4,450	100	38	33	5,501 00	5,976 71	10,558 14	430 67
Bucks.	33	13	13	64	49	15	52	19	25	18	18	00	2,090	1,550	50	60	60	4,107 00	9,923 94	11,696 65	1,236 42
Butler.	17	17	17	139	64	19	128	43	17	29	8	61	3,488	2,588	141	44	35	4,944 00	5,093 44	5,778 99	527 72
Cambria.	11	11	11	63	113	0	62	2	18	26	16	70	1,744	1,488	97	41	37	2,491 00	3,246 67	3,130 11	186 67
Centre.	17	14	14	79	14	10	68	8	20	59	12	21	2,137	1,694	47	41	42	2,334 00	3,398 38	2,358 60	189 71
Chester.	46	43	40	219	116	11	202	73	22	13	16	70	7,081	5,352	39	66	41	12,016 00	26,299 66	26,952 01	2,886 32
Clarion.	13	11	10	89	132	22	76	11	15	11	7	90	1,744	1,488	97	41	37	2,491 00	3,246 67	3,130 11	186 67
Clearfield.	20	20	19	83	173	12	59	21	16	51	8	54	1,324	1,126	15	29	45	1,728 00	3,073 73	2,912 81	122 01
Clinton.	14	12	11	34	85	0	35	6	19	26	12	15	963	732	5	39	48	1,427 00	2,237 54	1,835 20	281 05
Columbia.	19	15	15	107	64	11	95	32	17	82	10	47	3,410	2,516	19	46	36	5,883 00	6,632 16	4,146 50	472 88
Crawford.	27	27	27	250	205	8	186	208	13	31	5	81	5,382	4,936	19	39	27	3,690 00	12,049 02	13,591 76	1,080 61
Cumberland.	19	18	18	129	46	0	103	15	20	11	16	11	2,689	2,089	15	46	45	6,816 00	7,320 15	6,500 14	1,412 07
Dauphin.	17	11	10	74	46	13	66	12	23	40	14	58	2,397	1,998	164	57	43	3,890 00	13,705 15	10,103 37	3,545 05
Delaware.	21	20	20	63	28	0	56	14	23	70	18	33	2,221	1,604	41	60	39	4,053 00	10,083 59	10,021 37	1,074 77
Erie.	24	24	24	233	296	20	179	210	14	26	6	17	4,942	4,649	160	38	39	6,334 00	6,155 53	14,596 39	509 53
Fayette.	21	20	18	123	55	0	108	21	19	05	11	32	3,779	2,957	44	47	46	8,732 22	9,181 39	510 66	1,982 55
Franklin.	16	16	16	169	85	2	157	13	19	51	12	45	4,705	3,832	161	47	46	7,481 00	14,950 44	14,877 70	1,327 00
Greene.	16	11	7	08	93	2	58	1	15	54	8	00	1,236	932	34	43	34	2,641 00	2,923 90	2,951 96	58 45
Huntingdon.	27	25	24	172	114	9	159	21	21	16	14	85	4,672	3,710	26	47	49	6,991 00	11,697 07	13,793 87	1,184 13
Indiana.	14	14	13	131	164	2	106	13	19	78	13	33	2,771	2,265	8	53	41	4,142 00	5,514 66	4,360 22	1,092 73
Jefferson.	14	14	11	49	173	18	41	12	17	61	9	77	853	769	32	51	51	1,313 00	3,635 08	2,070 80	250 79
Junata.	9	9	8	62	54	9	63	19	16	14	9	62	1,730	1,345	90	40	38	2,504 00	3,373 74	3,419 92	264 20
Lancaster.	33	18	18	193	126	0	151	44	22	43	18	25	7,105	5,705	278	53	45	12,165 00	22,404 97	23,051 44	3,956 65
Lebanon.	10	3	3	36	36	8	34	2	19	16	15	00	905	730	276	46	40	1,614 00	2,644 77	3,842 00	630 50
Lehigh.	14	4	4	21	35	0	18	3	21	12	15	50	748	543	350	71	30	1,439 00	2,315 32	1,320 00	295 55
Luzerne.	38	33	30	214	226	6	182	167	19	49	8	00	4,620	4,116	35	38	38	6,463 00	6,913 76	11,070 48	852 03
Lycoming.	31	29	27	128	194	20	106	37	18	92	10	02	3,274	2,733	127	40	44	4,242 00	5,904 37	5,294 92	349 34
M'Kean.	9	8	9	37	95	21	25	36	15	05	5	92	612	478	10	27	34	580 00	1,240 94	1,527 41	89 91
Mercer.	17	17	16	214	105	18	163	135	15	27	6	76	4,265	3,894	81	38	38	6,495 00	5,270 94	9,940 33	642 51
Mifflin.	10	10	10	63	46	14	62	11	21	17	14	55	1,978	1,517	235	49	40	3,039 00	6,645 06	8,061 05	621 38
Monroe.	10	10	9	74	64	3	74	1	14	56	10	00	1,614	1,329	240	39	33	2,061 00	2,488 01	3,098 75	28 00
Montgomery.	32	13	13	63	118	9	57	11	23	86	15	93	2,912	2,164	9	53	56	4,572 00	11,386 22	13,141 44	1,760 03
Northampton.	22	18	16	140	116	10	121	22	21	54	14	88	3,973	3,142	1,295	49	48	6,667 00	14,981 10	15,447 89	1,297 89
Northumberland.	15	8	7	53	65	10	47	21	20	71	11	94	1,534	1,165	105	51	39	2,236 00	3,945 73	3,655 22	365 68
Perry.	17	17	17	111	63	15	110	9	17	31	7	06	2,913	2,659	119	48	43	3,629 00	5,109 10	4,950 07	452 99
Pike.	8	6	7	21	85	10	19	9	14	49	7	20	433	380	35	40	33	543 00	726 61	993 94	45 16
Potter.	16	14	14	43	95	0	18	41	13	07	5	32	537	486	23	34	34	592 00	1,596 67	850 23	75 88
Schuylkill.	23	10	10	39	107	16	27	17	25	59	15	46	1,396	1,208	69	63	41	3,499 00	7,931 38	7,001 00	857 87
Somerset.	18	12	9	56	24	7	44	18	14	18	14	18	1,301	1,008	85	47	44	2,175 00	3,245 24	3,155 94	121 79
Susquehanna.	23	23	21	185	125	18	129	166	13	45	5	76	3,424	3,179	32	35	35	3,955 00	4,968 53	7,490 79	696 33
Tioga.	23	22	20	126	245	14	84	112	14	27	5	52	2,962	2,681	59	41	22	2,957 00	3,811 47	5,716 78	208 75
Union.	10	7	7	31	25	0	30	9	21	15	10	89	770	597	20	52	44	1,636 00	2,503 26	2,993 30	294 97
Venango.	17	17	16	108	274	2	73	62	14	95	6	19	2,031	1,603	4	35	39	2,679 00	3,298 23	3,502 99	79 63
Warren.	15	15	15	92	96	2	49	77	13	89	6	43	1,517	1,351	36	24	39	1,834 00	2,148 08	4,112 62	79 45
Washington.	29	29	26	211	75	15	187	51	17	49	11	38	4,201	3,681	38	49	49	8,930 00	13,529 88	11,094 84	1,054 14
Wayne.	18	16	14	84	76	5	49	62	14	85	7	62	1,411	1,250	65	30	40	2,100 00	2,591 04	3,286 83	115 69
Westmoreland.	23	20	20	181	115	2	186	24	18	72	10	00	5,766	4,598	56	52	35	7,883 00	13,185 61	12,221 35	665 10
York.	32	17	17	117	25	9	114	18	20	04	12	78	3,647	2,857	51	42	49	6,027 00	8,363 43	9,603 43	960 94
Totals & averages.	1113	905	861	6116	554	65 mo. 9 d.	5176	2318	18	58	11	16	154,454	126,631	6,141	44	42	238,162	003,987,66	404,250	113,339

B.

TABLE exhibiting a comparative view of the progress of the Common School System since its commencement in 1835.

DISTRICTS.			SCHOOLS.			TEACHERS.			SCHOLARS.			RECEIPTS.		EXPENDITURES.	
Whole No. of districts.	No. of accepting districts.	No. of districts paid.	No. of districts that reported.	Whole No. of schools.	Length of time the schools were open.	Whole No. of teachers.	Average salaries of male teachers per month.	Average salaries of female teachers per month.	Whole No. of scholars.	Average number in each school.	Average cost of teaching each scholar per yr.	State appropriation to accepting districts.	Tax levied in accepting districts.	For sch'l-houses.	For instruction, fuel and contingencies.
1835	907	536	156	762	3 mo. 12 d.	808			32,544		1 12	Not ascertained.		Not ascertained.	
1836	987	745	603	573	3	3394	18 34	11 96	139,604	41	1 06	\$98,670 54	\$207,105 37	\$111,803 01	\$193,972 90
1837	1001	796	765	664	0 1/2	4841	18 89	11 79	182,355	42	1 27	463,749 55	231,552 36	202,230 52	493,071 39
1838	1033	861	820	628	18	5034	18 95	11 30	174,733	41	1 39	323,794 92	385,788 00	149,132 23	560,450 69
1839	1050	879	857	633	8	4666	19 39	12 03	181,913	41	1 36	276,826 92	382,527 89	161,384 06	579,162 78
*1840	1050	879	867	633	8	4666	19 39	12 03	181,913	41	1 36	264,536 66	305,918 00	161,384 06	580,262 63
1841	1072	902	885	734	7	6086	18 91	11 45	227,699	44	1 26	249,400 84	307,952 01	123,004 19	524,348 66
1842	1113	965	905	861	9	7494	18 58	11 16	281,085	44	1 27	250,065 00	398,766 40	119,006 74	489,872 58

* Until 1839, the reports were made for the year ending with December—afterwards, for the *school year* ending on the first Monday of June. Hence the report for the school year 1840, is nearly identical with that made in March previous, for the year 1839.

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No.	T. 100-100000		T. 100000-1000000	
	100-100000	100000-1000000	100-100000	100000-1000000
1	100-100000	100000-1000000	100-100000	100000-1000000
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3	100-100000	100000-1000000	100-100000	100000-1000000
4	100-100000	100000-1000000	100-100000	100000-1000000
5	100-100000	100000-1000000	100-100000	100000-1000000
6	100-100000	100000-1000000	100-100000	100000-1000000
7	100-100000	100000-1000000	100-100000	100000-1000000
8	100-100000	100000-1000000	100-100000	100000-1000000
9	100-100000	100000-1000000	100-100000	100000-1000000
10	100-100000	100000-1000000	100-100000	100000-1000000
11	100-100000	100000-1000000	100-100000	100000-1000000
12	100-100000	100000-1000000	100-100000	100000-1000000
13	100-100000	100000-1000000	100-100000	100000-1000000
14	100-100000	100000-1000000	100-100000	100000-1000000
15	100-100000	100000-1000000	100-100000	100000-1000000
16	100-100000	100000-1000000	100-100000	100000-1000000
17	100-100000	100000-1000000	100-100000	100000-1000000
18	100-100000	100000-1000000	100-100000	100000-1000000
19	100-100000	100000-1000000	100-100000	100000-1000000
20	100-100000	100000-1000000	100-100000	100000-1000000

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